LATIN SENTENCE-STRUCTURE: THE "BRIDGE TO CÆSAR."

WE have heard much concerning the difficulty experienced by the Latin beginner in his sudden change from elementary work to Cæsar; even though he has been successful in vocabulary, inflection, and syntax, the transition has been an unnatural one. Recent text-books have been endeavoring to correct this difficulty in several ways: by a fuller treatment of subject-matter, by the early introduction of connected passages of increasing difficulty, and especially by supplementing the *First-Year Book* by easy Latin, such as *Gradatim, Viri Romae*, etc.

Is not the real difficulty, however, closely akin to the one we so often meet when the pupil begins this study? He comes to us without a reliable knowledge of elementary English grammar, still guessing the parts of speech, and though he takes manifest pleasure in stating the gender and number, matters of case, mode, tense, and voice are yet in a mist. Likewise, when he first meets the idiomatic sentence-structure of the Latin, the gulf that keeps him back is strange and discouraging; and it is here that he needs the bridge that so many never find.

Experience has shown that the most critical corner the young translator has to turn is at the beginning of clauses; coached over these, he will generally roll on to the next comma, but if left to his own resources he hurries by, mumbles, or sits down. His *conjunction does not show to what principal action the time, cause, purpose, result, and condition clauses belong;* he cannot grasp the principal statement and adjust the subordinate ones. It is not claimed that the pupil unaided will never acquire the ability to grasp the sentence-structure; he often does, but the process is a painful one, and costs at least the second year's effort. This condition has suggested the bridge to Cæsar most needed, and the writer, on the completion of the elementary text-book, has made it his practice to devote a period of about two weeks exclusively to the study of the Latin sentence-structure. The

following does not attempt to deal with the idiomatic position of the Latin, but summarizes much that the pupil ought to have known concerning English sentence-structure, and what he has just learned concerning the Latin :

I. *Origin of phrase and clause.*— 1. When an *adjective* or *adverb* cannot alone sufficiently or conveniently limit a noun or verb, an *adjective-phrase* or *adverb-phrase* is used.

2. When an adjective-phrase or adverb-phrase cannot sufficiently or conveniently limit a noun or verb, an *adjective-clause* or *adverb-clause* is used. This developed the complex sentence.

Observe: (1) that every phrase or dependent clause is, therefore, in effect, an adjective or adverb, limiting some noun or verb; (2) that a phrase is introduced by a *preposition* and contains a *substantive*, while a clause is introduced by a *conjunction* and contains a *subject* and *predicate* (preposition : object :: conjunction : dependent thought); and (3) that a phrase may limit another phrase, and a clause another clause.

II. *Three classes of sentences.*— 1. A *simple* sentence expresses a single thought. It contains one subject and one predicate.

2. A *complex* sentence expresses one leading thought with one or more dependent ones. Any substantive or verbal element of the leading clause may be limited respectively by one or more adjective- or adverb-clauses. The part of a complex sentence making complete sense by itself is called the *principal* (or *independent*) clause ; while a part that will not make complete sense is called a *subordinate* (or *dependent*) clause. Cæsar, I, 8, *Interea . . . . perducit;* 27, *dum . . . . contenderunt;* II, 3 (complete); 17, *adjuvabat . . . . posset;* III, 22 (complete); 25 (complete).

3. A *compound* sentence expresses two or more leading thoughts. Substantive and verbal elements of these clauses may or may not be limited by dependent clauses. Two or more words, phrases, or clauses of equal rank are called *co-ordinate.* We may speak of the syntax of words in the same way. Cæsar: II, 24, *eodem . . . . mandabat;* 25, *Cæsar . . . . possent*; III, 5, *cum . . . . experirentur;* IV, 10 (complete).

III. *Classes of principal clauses.*—According to the manner in which the thought is presented, principal clauses are called declarative, interrogative, imperative, and exclamatory.

IV. *Classes of subordinate clauses.*—There are nine classes of subordinate clauses : (1) relative, (2) temporal, (3) causal, (4) conditional. (5) concessive, (6) final (purpose), (7) consecutive (result), (8) participle, (9) ablative absolute. These last two, though not clauses in form, are frequently equivalent to them ; they are sometimes best translated into English by clauses co-ordinate with the principal statement, and very often like subordinate ones.

V. *Position of subordinate clauses.*—1. They are *generally* inserted *within*

the principal clause, like the subordinate elements of a simple sentence. *Sententia, quae tutissima videbatur, vicit.*

2. They are *often* placed *before* the principal clause. This arrangement is generally used: (1) when the subordinate clause is intimately connected with the *preceding* sentence, or, (2) is *preparatory* to the thought of the principal clause to follow. Hence, *temporal, conditional* and *concessive* clauses often precede: (*a*) *Si hunc* (montem) *capere possunt, erunt tuti;* (*b*) *Cum hostes acriter pugnavissent, tamen defessi vulneribus occasu solis fugerunt.*

3. They *sometimes follow* the principal clause. This arrangement is generally used: (1) when the subordinate clause is intimately connected with the *following* sentence, or (2) is *explanatory* of the principal clause. Hence *purpose* and *result* clauses often follow: (*a*) *Contendit ut vincat;* (*b*) *Sol efficit ut omnia floreant.*

VI. *Substantive clauses.*—A substantive clause is one used like a noun, and so may be *subject, object, appositive, etc.* Purpose, Result and Causal clauses, also Infinitives and Indirect Questions, are often used substantively: (1) *Opto ut id audeatis.* (2) *Damnatum poenam sequi oportebat, ut igni cremaretur.* (3) *Helvetii, seu . . . . existimarunt, eo magis, quod . . . . commisissent, sive, eo, quod . . . . confiderent, commutato . . . . coeperunt.* (Cæsar I, 23.) (4) *Constituerunt ea quae ad proficiscendum pertinerent, comparare, ... coemere, ... facere . . . . confirmare.* (5) *Quid sui consilii sit, ostendit.*

VII. *Graphical representation.*—It is a valuable exercise for the pupil to graphically represent some of the most complex Latin sentences and even whole chapters, according to the following: (1) Two long dashes separated by a minus sign = simple subject and predicate. (2) Short oblique line upward = adjective-phrase; short oblique line downward = adverb-phrase. (3) Long oblique line upward = adjective clause; long oblique line downward = adverb-clause. (4) A plus sign = co-ordinate conjunction.

The time to begin the above study is during the early lessons. No doubt most teachers will deem it wise to review the functions of the different parts of speech, and for the problem we are considering, the use of the adjective has the foremost place and leading importance; this understood, a conception of the adverb easily follows. Phrases may then be viewed in the same light, and finally, when the first complex sentence presents itself (this will generally contain the relative), the clauses. Is this word, phrase, or clause an adjective or adverb in force, and what does it limit, are, therefore pertinent questions. Under this treatment sentences resolve themselves into four principal elements: (1) the *simple subjects* with (2) their modifiers, *i. e., adjective elements,*

and (3) the *simple predicates* with (4) their modifiers, *i. e.*, *adverb elements*. Thus taught, pupils on reaching Cæsar will suffer no word to pass unmarshaled. But, as stated, at the outset of this article, the critical point in the translation is the junctura; here is where the pupil stumbles and the teacher becomes discouraged. To meet this difficulty, the following suggestions are offered:

1. Study the structure of simple Latin sentences from the start.

2. Make a comprehensive and thorough study of the subject preparatory to Cæsar.

3. Before calling for the translation of involved sentences, require pupils to locate the spinal column.

4. Insist that the translation reveal the sentence-structure — that all clauses be correctly adjusted and clearly introduced.

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